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ABSTRACT

This report considers the ways that the Regis University (Colorado) library has addressed needs created by new adult education programs offered at 10 campus locations in the region, 15 prison sites, a number of corporations, and through independent study. Creation of a new position for a full-time librarian for extended library services and cooperation between the extended library services librarian and the main campus public services librarian are discussed. Initiatives in the following areas defined by the ACRL (Association of College and Research Libraries) Guidelines for Extended Campus Library Services are described: (1) reference assistance, including cooperative library agreements and availability of reference services by telephone, electronic mail, and telefacsimile; (2) computer-based bibliographical and informational services, including use of the existing online catalog system, i.e., CARL (Colorado Alliance for Research Libraries); (3) consultation services provided by the extended services librarian; (4) library user instruction, including on-site assistance and classroom instruction; (5) assistance with non-print media and equipment; (6) reciprocal and contractual borrowing; (7) interlibrary loan services; (8) prompt document delivery; (9) access to reserve materials; and (10) promotion of library services. (KRN)

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"Extending Library Services to Remote Sites: Regis University as Case Study"

Position Paper

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Abstract: A major challenge faces traditional libraries which serve institutions where exponential growth of extension programs is taking place. How do we adapt library services to provide extended campus patrons with access equivalent to that offered students at the main campus? Regis University has utilized a number of methods to achieve this goal. Working together, the extended campus and main campus public services librarians have assessed needs, developed programs, adapted existing operations, and initiated unique cooperative agreements with on-site libraries. Following ACRL Guidelines for Extended Campus Library Services, this paper describes how we have met these programs needs.

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"Regis in Denver Brings Classes to Where the People Are." (Wall Street Journal, July 17, 1991, p. 1.)

I. Introduction.

In the last decade, Regis University has multiplied its student body eight-fold by creating an adult education program geared specifically to the needs of working adults in the Rocky Mountain region. Rather than incorporating these students into the existing campus programs, new programs under separate administration were instituted which offer courses taught by faculty who are practitioners in their subject fields at ten campus locations in the region. Similar programs are offered at fifteen prison sites throughout the state, at a number of corporations, and through an independent study program. Together these developments have offered a significant challenge to the traditional college library. The library's responsibility, formerly to provide services for a homogenous community of on-campus users, now must in addition provide services for a heterogenous community of users at a variety of distant campuses. The services for these users must, in the words of the "ACRL Guidelines for Extended Campus Library Services," be "equitable with [those] provided to the on-campus community."[1]

This challenge has been addressed in many different ways at Regis. The library recognized the importance of these new responsibilities by creating a new position for Extended Library Services. This full-time professional librarian has devoted her time to developing services for the more than two dozen programs or sites. The main campus public services librarian has sought to adapt the services of the library to meet the requirements of these new programs. The cooperation between these two librarians has been key to the success of the expanded duties brought about by the new programs. Following the ACRL Guidelines for Extended Campus Library Services, we will discuss briefly the ways we have sought to meet the program needs in these areas: (1) reference assistance; (2) computer-based bibliographical and informational services; (3) consultation services; (4) library user instruction; (5) assistance with non-print media and equipment; (6) reciprocal and contractual borrowing and interlibrary loan services; (7) prompt document delivery; (8) access to reserve materials; and (9) promotion of library services.

II. Services.

Reference assistance and other services are considerably enhanced by the creation of a number of cooperative agreements between Regis University Library and a half dozen junior college and public libraries in extended campus locations. Many of Regis' extended programs are located on junior college campuses where we offer a continuation of programs to the bachelor's and

master's degree levels. The services and collections of junior college and public libraries must be enhanced to match the requirements of students in these programs. In accepting this responsibility, Regis purchases and places books and serials at junior college and public libraries in exchange for a commitment to providing reference services to Regis students.

Regis University's philosophy with respect to these cooperative agreements is unusual in that the cooperating libraries are given ownership of the books and serials rather than ownership being retained by Regis. This divergence from the standard contract binding two cooperating libraries helps to enrich Regis' relationship with cooperating libraries and enhance services to our students.

An important factor in the development of cooperative library agreements is the establishment of a written contract between the two participating institutions. Such a formal document has several advantages: it formalizes the libraries' plans, forcing the two institutions to put into writing the goals and objectives of the partnership and reduces the chance of changes in priority by future administrators; it establishes the boundaries of mutual responsibility, eliminating the hazard of mismatched expectations between the two institutions; it provides a contract which will hold up during budget-cutting because a contract simply must be honored; and finally, when two institutions make this kind of commitment, it says something very powerful about the agreement's priority in the hierarchy of institutional missions.[2]

Cooperative agreements are fiscally beneficial to both institutions. The cost of working cooperatively with a public or junior college library is about one tenth that of operating a branch library. In the case of Regis, our agreement with the Loveland Public Library provides our students with access to a collection numbering 100,000+ volumes, staffed by 23.4 FTE (5.5 of whom have M.L.S. degrees) and a facility that is open 62 hours per week. In Colorado Springs, where we have over 750 students, a branch library was justified. The staff, collection, and services of the branch are geared specifically to our constituency with the collection numbering 20,000 volumes, the staff numbering 2.5 FTE (1.5 with M.L.S. degrees) and the facility being open 53 hours per week. The Loveland Public Library also benefits by providing to all of its patrons additional resources such as online computer services, business, religion and philosophy serials and books.

Reference services are also available from the main campus library by telephone, E-mail, and FAX during a nearly 80-hour reference service week. A major adjustment has been that the main campus library hours can no longer vary according to a traditional campus seasonal schedule but must remain open 95 hours per week year round.

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Computer-based bibliographical and informational services are provided largely through the existing on-line catalog system CARL (Colorado Alliance for Research Libraries). This system includes the library holdings of most of the major college and university libraries in the state of Colorado, a number of junior college libraries, several public library systems, the state library collection, as well as selected collections from institutions or systems outside of Colorado.

CARL also makes available several indexes to periodical and other literature, some with document delivery capability. Chief among these is CARL's own "UnCover," which provides access to indexing and document delivery of more than 2 million articles in 10,000 journals housed in CARL member libraries. CARL also remains committed to further development of access to such databases. At the prisons, where CARL is not available directly to patrons due to security issues, print copies of selected indexes have been provided.

CARL's availability has been made possible in several cases through cooperative library agreements. In some instances, CARL service was already available in the cooperating library. In one case, grant funding sought and obtained by Regis provided for the installation of three terminals at a cooperating public library.

Dial-up access to CARL is available to students with personal computers and modems in their homes and is cost-effective within the Denver metropolitan area local calling range. An aggressive program of library instruction for extended campuses ensures that students are aware of this alternative. Beginning July 1, 1992, "Access Colorado" will extend this local dial-up access throughout the state. This system was recently approved by the state legislature and funded with donations from number of corporations and private resources.

Extensive consultation services are provided by the Extended Campus Librarian. She has provided assistance in collection development for the libraries with whom Regis has cooperative agreements. In the planning stage are bibliographic instruction for library staffs to enhance the reference assistance they provide for our faculty and students. Also underway is a video tape of instruction on CARL use and equipment trouble-shooting.

Library User Instruction is made available in several ways. Reference librarians at the cooperating libraries provide on-site assistance to Regis students. The extended campus and public services librarians at Regis regularly participate in faculty and student representative meetings, acquainting potential users with the availability of instruction. Classroom bibliographic instruction is provided when possible by Regis librarians. This service will be developed and marketed aggressively in the next

phase of these programs.

Non-Print media and equipment are provided in several ways. Most equipment requirements are met through cooperative purchasing, either between the library media department and the academic programs or between Regis and the cooperating libraries. For the most part equipment is housed on site, although the main library will lend equipment on request. Transportation is accomplished by means of the borrower's personal transportation. Media may be borrowed from the main campus and transported by courier or personally for use at the extended campus locations.

Reciprocal and contractual borrowing are made available to users of the libraries with whom we have cooperative agreements. Regis Libraries extend borrowing privileges to any citizen in the communities in which cooperating libraries are situated. In exchange, the cooperating libraries grant library privileges to all Regis students.

Interlibrary Loan Services at the main campus have been expanded to meet the increased volume of requests from extended campuses. In a reorganization of the main library public services operation, the intercampus and interlibrary loan operations were separated from the circulation operation and consolidated into one department staffed by a full-time person. This department processes all inter-campus and interlibrary loans for the Regis libraries. Requests are transmitted from branch libraries, cooperating libraries and students' homes to the ICL/ILL department by means of electronic mail and FAX.

Document delivery is provided by means of two daily courier services. The existing interlibrary courier service is supplemented by a contract courier to include locations not otherwise covered by courier. Where courier service is prohibitively expensive or unavailable, U.S. Mail is utilized. Where time is a factor, FAX is used for document delivery. Special efforts are being made by the main library to speed the delivery of articles in its collection. Several databases available through the CARL system, currently UnCover2 and those offered by Information Access Company, provide document delivery to the screen or by FAX by use of a MasterCard or Visa number.

Access to reserve materials is obtained in several ways. Upon faculty request, the main library provides reserve materials to the cooperating libraries who then take responsibility for making them available to the students and returning them at the conclusion of the course. Several traveling collections have been compiled which meet reserve needs at extended campuses. These are particularly well-suited to the prison programs where

collections move amongst libraries staffed by the state at a number of different facilities dependent on where a particular course is currently being taught. Collections range from twenty to thirty books supporting the course outline.

Promotion of library services is conducted by extensive travel of the extended campus librarian and by regular promotions at faculty and student representative meetings by both librarians. Promotional literature is designed and made available. Future efforts involve more extended outreach to faculty and development of relationships between the librarians and extended campus program administrators.

III. Conclusion.

Regis University has been able to meet the challenge outlined in the ACRL guidelines to a significant degree. In our experience, four factors have been key to that success. The first has been the commitment of the institution to providing the financial means by which the extended campus library needs may be met. The second was the designation of a full-time person whose entire responsibility is to assess the requirements for extended campus programs, set goals, and plan to meet those goals. The third is the flexibility of the main library staff, making possible the adaptation of its operations to meet the increased demands brought about by the new extended campus programs. The fourth is the existence of on-site libraries willing and able to enter into cooperative agreements with the main campus library and to fulfill their end of those agreements.

As Regis University has been engaged in developing new programs to "bring classes to where the people are," the Regis University library has gone a long way toward meeting the challenge of "bringing library resources to where the people are."

1. C & RL News, April 1990, p. 354.

2. Scrimgeour, Andrew and Susan Potter. "The Tie That Binds: The Role and Evolution of Contracts in Interlibrary Cooperation." The Fifth Off-Campus Library Services Conference Proceedings. Mount Pleasant, MI: Central Michigan University, 1991, pp. 241-248.